US History ACP

# FINAL EXAM STUDY GUIDE

**Bartels**

The Final exam counts at 16% of your year-long grade and will be administered on the below dates:

Yellow: Thursday June 20th (11:00-1:15)

Blue: Tuesday June 25th (8:00-10:15)

**Final Exam Structure**

You are expected to be in the classroom 319 by 8:00am or 11:00 on the morning of your exam. At this point, you will not be able to leave the room until 10:15 or 1:15, when the exam session has ended. You MUST use the restroom, go to the nurse, call your mom, etc. before 7:45am.

**The schedule for the exam period is as follows**

**Colors: Yellow and Blue**

**Yellow:**

**11:00-12:20 Essay & Objective portion of the exam will be completed**

**12:20-1:15 Read document and prepare for discussion (10-12 minutes)**

**Discussion component of final exam**

**Blue:**

**8:00-9:20 Essay & Objective portion of the exam will be completed**

**9:20-10:15 Read document and prepare for discussion (10-12 minutes)**

**Discussion component of final exam**

You must come to the exam with:

* Your textbook or money to pay for your textbook **($70.00).** Your final exam will not be graded unless you have all your debts cleared!
* A #2 pencil for the objective portion of your exam

(NOTE: You must have all books turned in and/or debts paid before you take the exam. If this is not done, you will receive no grade for the final. If you know you’ve lost or damaged your book, settle your debts before the test block

Grading Break Down for Final Exam

Objective 35%

Essay 45%

Civic Literacy 10% (will be answered prior to the exam (on\_\_\_\_\_\_\_\_\_)

Discussion 10%

You should use your readers, textbook, class notes, and the terms/concepts/guiding questions from this review sheet to study for your exam. Your exam will be composed of multiple choice, one short answer that relates to your civic literacy assignment, one essay question and participate in a discussion. For each term listed you should know what it is and all relevant examples & ideas connected with it.

**Constitution Unit**

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| **Terms** | **Concepts** |
| Federalists  Anti-federalists  Bill of Rights  Electoral College  Amendments  Separation of Powers  Checks & Balances  Federalism  Judicial Review  Strict Constructionist  Loose Constructionist | What were the struggles over the ratification of the Constitution?  How were individual rights of Americans safeguarded?  How does the Constitution protect against tyranny (on many levels)?  How is the Constitution a “living document” (how can it be changed & interpreted)?  What is framework of government as created by the Constitution? |

**Reconstruction Unit**

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| **Terms** | **Concepts** |
| Radical Republicans  Black Codes  13th, 14th, 15th amendments  Relationship between Congress, President, & the Supreme Court and the impeachment of Andrew Johnson  South during Reconstruction  KKK  Jim Crow  *Plessy v Ferguson (1896)*  Sharecropping  Disenfranchisement | Evaluate Presidential Reconstruction & Congressional Reconstruction.  Years & leaders during Reconstruction  How was Reconstruction a promise of full citizenship for African Americans?  How was this promise betrayed?  What were the legal and extra legal (outside the law) deterrents to African Americans equality?  How did the state and federal governments confront one another during and after Reconstruction?  How did the era of Jim Crow emerge post-Reconstruction? |

**Gilded Age (Industry, Immigration, Politics, West)**

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| **Terms** | **Concepts** |
| Gilded Age  Andrew “man of steel” Carneige  John “the Rock” D. Rockefeller  J.P. “Million” Morgan  Socialism  Capitalism  Social Darwinism  “Gospel of Wealth”  philanthropy  robber barons  Vertical and horizontal trusts  Monopolies  Immigration  nativism  Chinese Exclusion Act  Great Migration  Gentlemen’s Agreement  Transcontinental Railroad  Urbanization  Homestead Act  Turner’s Thesis  Political Machines/Tammany Hall  Manifest Destiny | What qualities make this the “Gilded Age?  Explain the conflict between management, government, & labor.    What were the conditions of workplaces and urban centers during this time period?  What was the relationship between the federal government, business and citizens during this period?  How did big businessmen become powerful during this time period?  How did the government & many Americans respond to the growing & shifting patterns of immigration?  What were the effects of the development of railroads?  What was the role of the federal government in supporting westward expansion? |

**Progressivism**

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| **Terms** | **Concepts** |
| Progressive party & platform  Muckrackers  Yellow journalism  Upton Sinclair  Theodore Roosevelt  William Howard Taft  Woodrow Wilson  Trustbusting  Conservation  Pure Food & Drug Act  Meat Inspection Act | What were the goals of the progressives?  What was the role of the federal government in reforming the problems of the late 19th century? |

**U.S. Becomes a Global Power**

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| **Terms** | **Concepts** |
| Tariffs  Imperialism  Anti-imperialism  Dollar Diplomacy  Moral/Missionary Diplomacy  Roosevelt Corollary  Monroe Doctrine  Open Door Policy  Panama Canal  Causes and effects of the Spanish American War | What forces encouraged the United States to pursue a more active global presence during the late 19th century?  How did Roosevelt, Taft, and Wilson pursue their foreign policies in Latin America?  What brought the U.S. into the Spanish-American war?  What were the results of the Spanish-American war? |

**World War I**

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| **Terms** | **Concepts** |
| Reasons US entered war  Submarine warfare - Lusitania  *Schenck v. United States (1919)*  Selective Service Act  Esionage and Sedition Acts  Wilson’s plan for peace  Treaty of Versailles | Why did the U.S. pursue a policy of neutrality?  What forces drew the United States away from that policy?  How did Wilson mobilize the homefront?  How did WWI impact African Americans and women?  How did WWI impact civil liberties? |

**1920s**

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| **Terms** | **Concepts** |
| Harlem Renaissance  Red Scare  Sacco and Vanzetti  Nativism  Scopes Trial  Mass production – assembly line  Great Migration  Prohibition  Booker T. Washington  W.E.B DuBois  Isolationism  Economic policies of the Presidents (Harding, Coolidge, and Hoover)  Installment Plan | African American political & cultural movements  How was “normalcy” defined in the 1920s?  What was the effect of the Red Scare?  How did the role of women change?  How was the 1920s a time of prosperity?  What were signs of economic weakness in the 1920s?  What were the economic policies of the 20s presidents?  How was the 1920s a clash between fundamentalism and modernism? |

**Great Depression & New Deal**

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| **Terms** | **Concepts** |
| Stock Market Crash  Signs of economic weakness in 20s  President Herbert Hoover  President Franklin D. Roosevelt  Wagner Act  FDIC Social Security  Deficit Spending | What factors caused the Great Depression?  How did Hoover and F.D.R. respond differently to the Great Depression?  How did the New Deal propose to solve the problems of the Great Depression?  What programs were relief, recovery, reform and why?  How did the New Deal revolutionize the role of the federal government? |

**World War II**

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| **Terms** | **Concepts** |
| Neutrality Acts  Cash-Carry  Lend-Lease  Selective Service Act  Pearl Harbor  Harry Truman/Atomic Bomb  A. Philip Randolph  March on Washington  Double Victory  War Production Board  Office of Price Administration  Japanese Internment  *Korematsu v. U.S. (1944)* | How did the U.S. move from a policy of neutrality towards involvement in WWII?  Why were isolationists opposed to entering WWII?  Why did interventionists justify involvement in WWII?  How did F.D.R. finance the war?  How did F.D.R. mobilize industry and the economy?  Why did the U.S. drop the atomic bomb?  How did WWII alter women’s roles?  How did the U.S. justify its treatment of Japanese-Americans during WWII? |

**Postwar America**

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| **Terms** | **Concepts** |
| G.I. Bill  Levittowns  Baby Boom  Atomic age/culture | What postwar economic challenges did the U.S. face?  How did the end of WWII affect women? Returning soldiers?  What was the paradox of the 1950s?  Was the postwar era a time of conformity?  What was the political climate of the 1950s? |

**Cold War**

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| **Terms** | **Concepts** |
| Containment  Cold War  “Iron Curtain”  Marshall Plan  Domino Theory  Truman Doctrine  Space race  Arms race  NATO | How did the Cold War emerge?  How did the U.S. pursue a policy of containment?  How did the U.S. respond to Soviet technological, military, and territorial advances and threats? |

**Vietnam**

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| **Terms** | **Concepts** |
| Case study of Containment  Gulf of Tonkin Resolution  Legacy of Vietnam | How does the U.S. become bogged down in Vietnam?  What was the soldier’s experience in Vietnam?  How did the home front influence and react to the war effort?  What was the cost and legacy of Vietnam? |

**Civil Rights**

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| **Terms** | **Concepts** |
| Montgomery Bus Boycott  Civil Disobedience  Emmitt Till  MLK, Jr. | How have the justice claims of African Americans been denied throughout the 19th & 20th centuries in the United States?  What methods enabled change in the status quo for African Americans? |

**\*Civic Literacy Short Answer\***

You will be asked to answer the following short-answer question concerning your chosen two experiences demonstrating your civic literacy. You must have completed and received a grade on three experiences in order to complete this question. This will equal 10% of your final exam score.

***How do two of the three experiences in civic literacy relate to the content you’ve learned in the past school year?***

The following is a list of questions to consider further:

* What did your experience teach you about local and state government?
* What surprised you?
* Were there any elements of this year’s course that you understand better because of your experience?
* What questions do you now have as a result of your experience?
* What questions do you still have as a result of your experience in connection with course content?

**\*Essay Question\***

Your essay is worth 45% of the final exam. You will be assigned one of the below three essays for your test. Your essay should be 5 paragraphs long with a clear, concise underlined thesis statement, specific examples, and thoughtful analysis. Draw from **three** different eras/units/time periods in your body paragraphs. At least one of your examples MUST be from before 1900. You may come to the final with a notecard that has a thesis statements prepared for each of the essay options.

Essay Choice 1:

To what extent has ideology and practical interests motivated United States foreign policy?

Essay Choice 2:

To what extent has the government’s role in the American economy been characterized by laissez-faire capitalism?

Essay Choice 3:

To what extent has the political or cultural climate of a given time period shaped how the federal government effectively protected individual rights?